

# LeCAP

## The Leicester and Leicestershire Common Application Process

### Good Reference Guide

The reference is a key part of the LeCAP application form. Post 16 learning providers value the references and use them as a key element of their selection process.

It is essential, therefore, that the reference gives a true and accurate assessment of the student from someone who knows them.

#### General Points

- It is essential that references provide an accurate assessment of a student in order to avoid the student wasting their application in applying for unrealistic courses.
- If there are problems with the completion of LeCAP such as inappropriate or confused course choices, discuss these with the student. If necessary, refer them to a Connexions Personal Adviser
- Even if not shown to the student at the time of writing, the student may request to see any data stored on them. It is therefore important to be fair and accurate. If personal information is to be disclosed, the student should be aware and have given consent for this.
- This is particularly important for students with additional needs who may require specific support for their post 16 learning.
- To ensure all of the information required is provided; staff are advised to use one of the two reference templates.
- Template One consists of headings under which students' performance can be commented against.
- Template Two is a tick box format with some facility to write comments.
- The post 16 providers are happy with either; however, template two with comments is preferred.

#### Specific Guidance - Template One

Please comment, using the following guidance.

- **Attendance:** Include any genuine reasons for low attendance
- **Attitude to work:** How do students approach work? How self-motivated are they? How able are they to undertake independent study?

- **Effectiveness in group work:** What role does the student generally take in a group situation? How much do they contribute verbally? Do they listen to others' viewpoints?
- **Self-confidence:** Is the student able to express themselves in one to one and group situations with confidence? What are their relationships like with peers and adults?
- **Ability to meet deadlines:** Can students get work in on time? Please comment whether this is nearly always, regularly, sporadically or hardly ever.
- **Aptitude for further study:** Is there a match between the type and level of course the student is applying for and predicted grades. Will the student benefit from continuing in full-time education? Why?
- **Additional Information:** (eg contribution to school life, organisational skills, specific abilities and achievements, health problems/circumstances that have had an impact on progress).
- **Gifted and talented:** Please indicate what the student's specific gifts/talents are if they are on the school's Gifted and Talented Register.

### **Specific Guidance – Template Two**

- **General Academic Ability:** Please be realistic when indicating grade ability.
- **Potential for:** Ensure that the grades given match level of course the student is applying for on Le-CAP. For further information about levels of courses please see the Connexions Leicester Shire publication [‘14-19 Options – A Guide for Tutors and Advisers’](#).
- **Personal and academic qualities**  
Tick boxes: Please use guidance given for Template One when considering whether the student's qualities are excellent, good, average, below average or poor.
- **Overall Impression:** Please use this box to give objective, general comments on a student's application. These may enlarge on points covered by the 'personal and academic qualities tick boxes.
- **Specific abilities, achievements or contribution to school life:** Any events/activities students have contributed towards or been involved with, any outside activities.
- **Special circumstances:** Are there any health problems and/or personal circumstances that have had an impact on progress. Have these issues been resolved or are they ongoing?

### **Special Support Needs**

The Special Educational Needs Coordinator (SENCO) may need to complete this section of the reference.

An indication of support needs, even if minor, means that help for students can be planned and their transition eased. If a student has indicated on their application

that they have a disability or learning difficulty, please specify the type of disability or difficulty and the support that is provided by the school. If a student has not indicated special support needs on the application but the tutor/SENCO feels they have needs the tutor/SENCO should discuss this with the student and seek permission to share information. Unless the box has been ticked to say that this permission has been received it isn't possible to complete this section.

Indicate any projected support needs as in some cases a disability or learning difficulty may become more of an issue in a larger institution or as language used becomes more complex.

Indicate if support is provided at school for other special circumstances (such as a student carer, child protection issues, home difficulties or a 'looked after' young person). Include a name for contact in case further information is needed after the student has accepted a place.

Tick the 'Section 140 LDD assessment is or will be available' box if appropriate.

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